

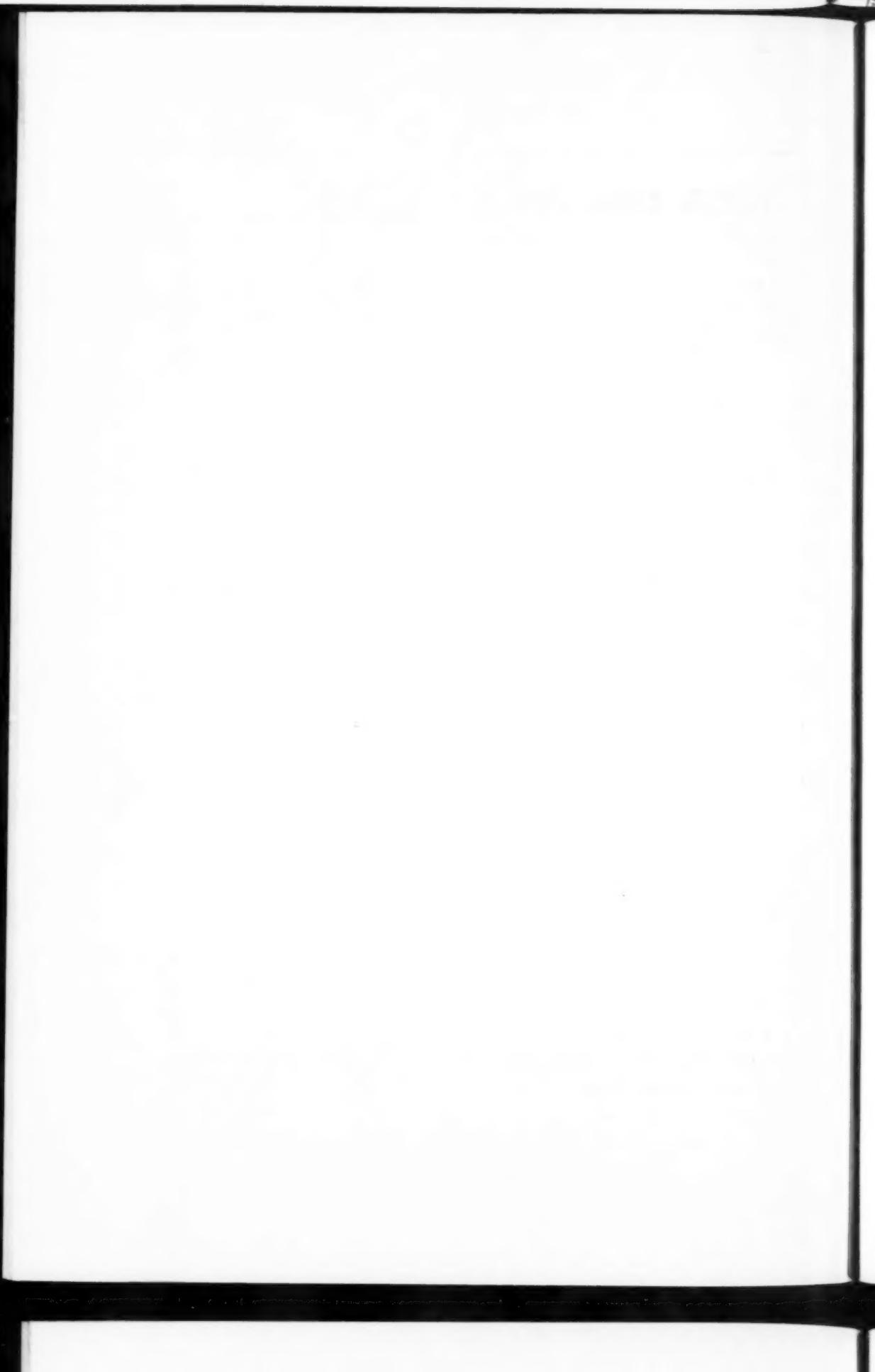
THE CATHOLIC LIBRARY WORLD

Michael Williams, Happy
Warrior of Catholic Action

A Librarian's Response
to a Challenge

The Marian Library

The Bible as Literature
for the Elementary
School Child





CONTENTS

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No. 8
Part Two¹

Contemporary Catholic Authors:

Michael Williams, Happy Warrior of Catholic Action 263
Reverend Redmond Burke, C.S.V., A.M.

A Librarian's Response to a Challenge 268
M. D. C.

The Marian Library 274
Brother Stanley Mathews, S.M.

The Bible as Literature for the Elementary School Child 277
Sister Mary Patricia, O.S.F.

News and Notes 280

Best Sellers 284

Book Reviews 286

New Books 288

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Contemporary Catholic Authors: Michael Williams, Happy Warrior of Catholic Action

By REVEREND REDMOND BURKE, C.S.V., A.M.,
Assistant Professor of Book Selection and Reference,
Rosary College, Department of Library Science, River Forest, Illinois

Several years ago, Redfern Mason, for thirty years musical critic for a San Francisco newspaper and then candidate for mayor of the same city, related his life to the press. One of the most momentous incidents in his career happened in Birmingham, England, where he first started out as a newspaper reporter. In 1890 along with hundreds of others he filed past the casket of Cardinal Newman. His reaction was startling, for as he remarked: "One look at the sublime spiritual beauty of Cardinal Newman's face converted me from an avowed agnostic to a devout Catholic".

In turn we find that Redfern Mason was partly responsible for restoring the lost faith of a prominent free-lance writer in America. While Michael Williams was residing in California, he one day accompanied Mason to Mass at Monterey. Afterwards they spoke on the subject of modern mystics and Mason mentioned the tremendous influence for good then being accomplished in all corners of the world by Saint Thérèse, better known as "The Little Flower".

Months later the two met again and after another discussion on mysticism, Williams purchased a copy of the life of the Little Flower, which greatly moved him. After due deliberation and consultation with the Bishop of San Francisco, he returned once more to the faith of his childhood and has since spent his time

in defending the doctrines of the Catholic Church.

It has been said of Saint Paul, that if he were alive today, he would be the editor of a Catholic newspaper or periodical. Since his conversion, Mr. Williams has found it his vocation to establish a very popular Catholic weekly, the *Commonweal*, and to continue on the staff in later years as a special editor, for the perusal of the life of Saint Thérèse enkindled in his heart a burning love of Christ, and it has been his desire to enkindle through the power of his mighty pen, the same spark and love of Christ in the minds and hearts of others who have never heard of Him or of His saving message.

As a Catholic Michael Williams has not been content merely to avoid evil, but feels he must do a great deal more and that his qualifications are best suited to "fighting the battles of the Lord" in the intellectual fields of our day. He is the very incarnation of Catholic Action so needed at the present time and which he has defined as the "co-operation, indeed, the participation of the laity with the hierarchy, the sacred ministers of the Church, in the apostolic mission of that Church".¹

A breathing portrait of the career of Michael Williams is found in his spiritual autobiography, *The High Romance*. This

1. "Honor to the Editor of Commonweal." *Catholic World*, vol. 140, p. 748. 1935.

book has a fascinating appeal as his life unfolds in all its tumultuous variety. He was born in Halifax, Nova Scotia, some sixty-seven years ago, the son of a sea-captain who made frequent trips to Trinidad, Jamaica, and other West Indian islands. His father died when Michael was but fourteen years of age, the oldest of six children, five boys and one girl.

This tragedy together with a broken leg ended his formal education at Saint Joseph's College in New Brunswick, and during the next five years he worked in a warehouse. Quite reminiscent of the life of Charles Lamb, he spent his evenings and leisure moments in reading all the classic writers of the past. At nineteen he was the editor of a small magazine, filling the columns mainly with his own writings. But the advertisements did not even pay the printer's bill, so the magazine died after the third edition.

The family then moved to Boston where Michael worked nine hours a day in the disgusting, squalid sub-cellars of a five-and-ten cent store. His free time was continually spent in reading or in composing essays, poems and short stories. A few of these appeared in Philip Hale's daily column of the Boston *Journal*.

In his early twenties, he began a life-long grapple with consumption, the "white plague of America", which has repeatedly forced him into retirement at various periods of his busy life. The first journey was to South Carolina for a period of eighteen months. At various other intervals in his career, similar journeys for health were made to Texas, California and Bermuda.

For a time he drifted into newspaper reporting in Boston, New York and San Francisco. He started out as a cub re-

porter and advanced through the various grades to the city editor's desk, holding that position on the *San Francisco Examiner* during the famous earthquake and three-day fire of 1906. His thrilling visualization and glowing account of those days show the goodness, kindness and tenderness of individuals, rich or poor, towards one another in a common disaster.

Six weeks later, Mr. Williams deserted the newspaper business and went to New York as a free-lancer, penning contributions for some of the better known periodicals of the day, including *McClure's*, *Everybody's* and the *American magazines*.

Included as hack-work or pot-boilers were many of his Sunday newspaper "specials", and his countless short-stories for the cheaper pulp publications. More amazing was his writing of magazine fiction. A serial of 30,000 words written in five days, closely followed by another written in twelve days, were both sold at a cent a word.

Upton Sinclair, the famous writer, founded the Helicon Colony in 1906 at Englewood, New Jersey. It was a "co-operative home colony"² and Helicon was chosen as the most appropriate name because it was celebrated in classical mythology as a fertile mountain range in Greece where dwelt the muses who inspired all the great poets. Upon the invitation of Upton Sinclair, Williams took up residence there. Among the unusual mixture of socialists, radicals and "intellectual anarchists" residing at Helicon were Edwin Bjorkman, Professor William P. Montague, Allen Updegraff and Sinclair Lewis, who lived in the cellar as a

2. Williams, Michael. *The High Romance*. New York, Macmillan, 1926. p. 138.

quasi-fireman.³ This modern Utopia, however, came to an unexpected close one cold winter morning when a disastrous fire swept through the structure before dawn. In the conflagration Williams lost practically all his literary baggage, including an accepted novel, plus 70,000 words of an unfinished manuscript and several plays.⁴ Shortly afterwards he collaborated with Upton Sinclair in writing the book *Good Health and How We Found It*.

During the next period of his life, interspersed as usual with retreats because of consumption, he had interviews with William James, the great philosopher, and with many exponents of popular cults. He made frequent contributions about these cults to the *American Magazine* and a London weekly, *The New Age*, which voiced the rights of the poor. Among other contributors to this latter periodical were W. E. Henley, H. G. Wells, Bernard Shaw, Hilaire Belloc and G. K. Chesterton.

Although Michael Williams wrote articles on the popular religious vogues, he was never won over by them. His own standard of measurement was: "Unless a religion can call forth those great reactions of the soul which are manifest in true poetry and painting and sculpture and architecture and drama, it surely is not a real religion".⁵ However, his continued interest in the modern fads of mysticism and conversations with Catholics culminated in his purchase of the *Autobiography of Saint Thérèse*. The book made a deep impression upon him. "Over its pages I did what no other book ever caused me to do in all my life before, nor any play, nor any work of even

the highest or profoundest art—except, one, 'The Hound of Heaven'—I wept. Again and again a blinding rush of hot and stinging tears blurred my sight and stopped my reading. . . ."⁶

He then heeded the practical advice of the Bishop of San Francisco who answered his objections with the brief words: "The Holy Ghost can't get into a soul when it is full of that which is not holy".⁷ On August 15, 1910, the feast of the Assumption of the Blessed Virgin Mary, Michael Williams returned to the Catholic Church and began in actuality the life of the high romance. His life then became a hymn of praise to God. He discovered it is only by faith that one lives a worth-while life in this world, the life of true romance. Through the intercession of the Little Flower, a soul was won to Christ, who, like Saint Paul, was to devote his future years as a spiritual press agent in defending the Catholic Church against countless foes so ready to attack it in many of the current periodicals.

As an active Catholic, Michael Williams continued to be a prolific writer. Besides spending several years in Mexico as a special correspondent for the International News Service he did much freelancing with articles appearing in *Harper's Weekly*, *Sunset*, *Overland*, *Munsey's*, *Good Housekeeping* and the *Catholic World*.

His spiritual autobiography, *The High Romance*, was first published in 1918, and during the two succeeding years he held the important post of editor of the *National Catholic War Bulletin*. This resulted in the publication of the book, *American Catholics in the World War*,

3. *Ibid.*, p. 144.

4. *Ibid.*, p. 157.

5. *Ibid.*, p. 244.

6. *Ibid.*, p. 280.

7. *Ibid.*, p. 282.

which is a running chronicle of the activities of American Catholics in the war.

Although his ideas are couched in a graceful stylistic elegance reminiscent of Cardinal Newman's beautiful prose, they, too, like Newman's writings, have more than the mere glare of rhetoric, for they carry the weight springing from much thought and profound study as is evidenced in the masterful essays collected under the title *Catholicism and the Modern Mind*. This book is not a group of unrelated themes, but plots a straight course of logical apologetics from the first page until the last, and makes an unusually fine guidebook for any one lost in the maze of present day problems. He makes a valiant effort to show what the Gospel is in terms of current thought. He possesses an uncanny ability to know what the modern, everyday person is thinking and seeking, and his spiritual insight enables him to meet these problems in language of such extraordinary lucidity that his readers cannot fail to understand.

An intelligent, earnest and tolerant treatise upon anti-Catholic demonstrations in America appears in *The Shadow of the Pope*. This work is a valuable contribution to the study of a neglected chapter in American history. Most critics have judged it to be an even-tempered book, the fruit of much thought and diligent research.

Possibly the greatest achievement in his career was the founding of the world-renowned Catholic lay weekly, the *Commonweal*. The first edition came off the press on November 12, 1924, with the avowed purpose of dedicating itself to spreading the influence of Christianity for the betterment and the happiness of the American people. Through the

columns of the *Commonweal* numerous Catholic intellectual movements in the realms of liturgy, sociology, philosophy and the arts, have been sponsored or encouraged.

Indeed, the old saying "the dreamer lives forever, but the toiler dies in a day" might well be applied to Michael Williams. Although no longer editor of the *Commonweal*, he will live on in the memory of the Catholic movements which are now realities that have sprung up since the inauguration of his weekly periodical. For example, an article in his magazine resulted in the publication of a small group of stimulating apologetic books known as the "Calvert Series" which were edited by Hilaire Belloc.

During the twenty years that Michael Williams has been associated with the *Commonweal*, either as editor or special editor of the column "Views and Reviews", he has also found time to contribute articles on the Catholic Church to the *Forum*, *Nation*, *Interracial Review* and *Current History*.

Michael Williams has been endowed with a splendid mental equipment. His mind might be likened to a skylark in its motion. For in his writings he mounts into the sky to a point where he can songfully survey the world. Yet his soaring imagination is never lost in the mists of fantasy, for like a skylark, he makes his nest on the ground and keeps the human point of view before him. Thus the skylark motion of his mind enables him to rise up and obtain the world-view on critical problems and at the same time to delve beneath all superficial views. His keen mind gives the same intelligent study to each proposition of opponents of the Catholic religion and considers

everything in relation to the source of truth. Hence, in all polemical discussions he penetrates the rubbish of superficiality (so common in the writers of our day!) and goes to the very heart of an issue.

One of the Greek philosophers has said that the most sublime spectacle in the eyes of God is a just man valiantly struggling against adversity. Throughout his entire career Michael Williams has suffered from tuberculosis. Like Robert Louis Stevenson and Michelangelo, he has shown what can be done in spite of ill health. His prolific literary productions indicate the tremendous courage and iron will that overcame all obstacles. He offers no cringing alibis but shows active courage in facing hardships. Possibly because so many great men have suffered from ill health, George Jean Nathan has remarked that all "art is the child of ill health." As we place our eye to the keyhole of Williams' discerning autobiography, *The High Romance*, we see a man facing a life-long battle against poor health and repeated opposition from shrewd, practical editors who usually refuse his literary contributions. But as we turn away from his soul-stirring life, we are grateful that our own personal sufferings are so small and more like a splinter in our thumb. His life has been a career of indomitable courage and great endeavor, making us realize that the finest qualities in this world are like those mentioned in Wordsworth's "The Happy Warrior":

"Who doomed to go in company with
Pain,
And Fear, and Bloodshed, miserable
train!
Turns his necessity to glorious gain;
In face of these doth exercise a power

Which is our human nature's highest
dower;
Controls them and subdues, trans-
mutes, bereaves
Of their bad influence, and their good
receives."

For a quarter of a century Michael Williams has ably defended the Church of Rome against her critics. With extraordinary erudition and masterly acumen concealed under a pervasive and charming literary style, he has been recognized as the most tolerant and effective Catholic lay apologist in the United States since the days of Orestes A. Brownson. Michael Williams has been a powerful influence in this country in showing, both in practical living and in his writings, the Christian attitude towards life. Such a character, to use George Eliot's excellent figure of speech, is like "a quotation from the Bible . . . in a paragraph of today's newspaper."

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(Concluded on page 290)

A Librarian's Response to a Challenge

By M. D. C.

Recently I was engaged in a study which may offer items of interest both to librarians and teachers. After many years' experience in teaching grammar school grades, and also secondary school subjects in two large high schools, I was transferred to a smaller central high school, fed and supported by two parishes. In this high school I also acted as part-time librarian. In my contacts with students in various subjects and in the library over a period of eight years, I met a difficulty common to practically the entire group and one of apparent long standing.

This was the problem. Scholarship had been for many years at a low mark. The spirit of ambition and desire to achieve was noticeably lacking. Reading interests were negligible or very poor, and library usage was at a very low mark. I was convinced of the direct and causative inter-relationship between the low scholarship, poor reading interests and the limited library usage. The problem was a serious one with small prospect of immediate solution and, therefore, demanded a prompt attack.

After six weeks in the new school, I found quite discouraging results in my work with seniors in American History and with sophomores in English. A casual conversation with the Principal disclosed the information that "one could not get results from these children

comparable to what could be attained elsewhere . . . They would not study . . . They had no ambitions for college . . . They just wanted to get out of school to get a job . . . After all, scholarship isn't everything," etc. This conference disclosed a great find, namely, that the teaching staff there did not expect anything beyond mediocrity. Possibly it was after a losing fight that they had become satisfied to rest supinely on the comforting assumption that these children were different. Something like that must have happened, for final agreement had been reached sometime back to fix the Honor Roll at the ridiculously low figure of seventy-five per cent. Not being able to see the wisdom of honoring students for seventy-five per cent perfect work, I advanced the comparison of that grade of work done by a plumber or electrician and the havoc that could result. A child's school job is, indeed, his life job just at that time and his manner of doing it is a fairly good indication of how he will do his man-sized job later. These ideas, passed on, finally brought about a raising of the standard to eighty-five per cent, with a very healthy reaction from the student body.

This, however, was not a full solution. There was greater striving for success; but there was continued trouble in the field of cultural subjects. No amount of concentrated study of mere facts and forms

can carry one to satisfactorily high standards in English, the social sciences, and the natural sciences without a broad reading knowledge and general interest in these fields. Facility to express one's self may be a gift, but it is generally a purchased thing, and the price is continuous and loved reading of much worthwhile literature on the subjects. Here was the rub. The students had never been readers.

Library contacts with these students—or rather lack of such contact for the most part—proved how limited and low were their reading tastes. Library usage was almost entirely confined to high pressure assignments. Circulation and attendance records were very low. Again and again, I asked myself: "How much do such children read before they come to us? How well do they read? How suitable is their reading? What library contacts and habits have they established? Are they at all library minded? If satisfactory conditions exist in the lower grades regarding library usage and if reading interests have been developed in the early years, should these things not carry over to some noticeable degree into high school?" I have no intention of pushing the blame back. I had a strong feeling that both grammar and high schools were at fault, that the trouble being common to both, each should be studied to ascertain the causes. Only then might a remedy be confidently suggested.

Space does not permit the history of the two grammar schools in question. But one fact should not be omitted. The smaller, and newer, and more prosperous school is an off-shoot of the other, the break having come as a necessary relief to an overcrowded school and church, one which had become predominantly

foreign. Both schools follow State regulations and teach the State syllabus and issue State authorized diplomas. About a quarter of a century ago they made a heroic effort to provide secondary education for their children under Catholic auspices. At all times the Religious Community has made it a point to provide well qualified, degreed teachers for this high school. Occasionally a scholarship has been earned, but the entire County level for scholarship is low, and therefore, not much attention should be paid to this. To get a picture of the situation I went back over a ten-year period searching for certain facts. I found that School A—(the newer grammar school) had sent to school H—(the central high school) 435 pupils out of 470 graduates; school B—(the older school) sent to School H, 499 of its 641 graduates. In this ten-year period only fifty-three students went to the public high school from the Catholic grammar schools; seventy-eight went to work; one went to a vocational school; forty went to other schools. These figures show I am not drawing conclusions from a study of too narrow a group.

I was also interested in a follow-up of graduates from school H through a ten-year period. Of the total 638 graduates, 106 went to college, forty-nine graduated from college and eleven continued post graduate work. Business schools received thirty-six; teacher training schools, seventeen; nursing schools, forty-three; government schools—air, navy, army—received five; the seminary, fourteen; religious communities, eight; trade and technical schools, nine. In later years these same pupils were found placed as follows: professions, forty-nine; business, sixty-six; trades and industry requiring some training, eleven; priesthood, three;

religious life, six; common jobs, 237; married, 112; single, 523; deceased, four; no information for the remaining small number. I could not find an instance of outstanding achievement in the ten-year period.

The next step was to study what was going on currently with regard to reading and library usage in all these schools. After a very limited amount of this kind of work I quite agree with Harold Sellers Colton who says in *School and Society* for April 10, 1920: "Research is second only in importance to teaching itself." The history of research itself is fascinating. It is difficult to pass over the studies I made to prepare myself for this personal study. I recall such outstanding studies as those made by William Scott Gray, Jenny Lind Green, Miriam Kallen, Marion Ihrig Erickson, Norma Gillett, Wilfred Eherhart, Carter V. Good, Paul Wittry, Ruth M. Strang, Stella S. Center and Gladys L. Perkins, and the White House Conference on Child Health and Protection, to mention only a few.

My study could not be exhaustive. Time, training, material, and money precluded it. My first difficulty was the fact that intelligence tests and ratings had not been given in any of these schools. However, I felt this was a supporting argument. For ratings I had to rely on examination marks, teachers ratings, and my own observation and judgment. Time did not permit study of every pupil. I took three exceptionally good, three average, and three poor pupils from each grade of each of the three schools for my study. This made a total of eighty-one pupils examined. I believed this gave me a fairly good cross section of the school population. Interviews were also arranged with the librarian of the Public

Library, with the three Principals, with teachers of all the grades and of the English Department of the high school, and with parents of the freshmen of the high school. A form kept the interview within bounds. To shorten the work a list of books was mimeographed and passed to the pupils of the high school freshmen class for checking. They numbered 105. This list was taken from the longer "Witty and Kopel" list, my list including only books on the fifth, sixth, and seventh grade levels.

The following data give a fair idea of the reading interests and library usage of the three schools. The points follow fairly well the arrangement of the interview forms.

1. Eighty-one pupils liked books.
2. Fifty-two pupils remembered their first books.
3. Sixty-six pupils chose a book because of the material in the book—"what it is about"; forty-two used as a second guide the title of the book; only twenty-two were influenced by the illustrations; and three high school students said they considered the size of a book in making a choice.
4. Sixty-six pupils like to read "just for fun." All had read books for fun since September, but the number was very low except for a handful of real readers.
5. Of things they like to read about, the highest number of votes went to God, the saints, adventure, mystery, courage, honesty, excitement, animals, kindness, people, faithfulness, information, children, humor, detective stories, birds, the next world, things, home, fairy tales, and love. The first, "God", received forty-six votes, and the last, "love", received nine votes.
6. The group from one school read a total of one hundred twenty-four books, all fiction, since September. The other, the foreign element school, read four hundred fifty-four books. The individual pupils read from one to fifty books apiece in

this latter school. The freshmen of the High School read not more than three fiction books apiece in this some period of time. The books preferred from this reading in only one case were similar for two pupils. The books were of no distinction. The only titles of any note were *The Call of the Wild*, *The Other Wise Man*, *Freshman Fullback*, *The Prince and the Pauper*, *Mother Machree*, *The Sue Barton books*, *Gulliver's Travels*, *Huckleberry Finn*, *Tom Sawyer*, *Anne of Green Gables*, *Little Women*, *Heidi*. In every case the book is the choice of only one pupil.

7. Sixty-nine pupils reported a liking for biography, but the report lacked convincing proof in that very little biography had been read. One hundred biographies make the total reading in this field for eighty-one pupils through their whole reading experience. Twenty-three different biographies figure in the count.

8. Seventy-three pupils reported that they liked the history book which they were using or had used. Thirty-nine said that they had also used another history book. Sixty-four felt certain that they would like to read history as they grew older. They like history because it tells of the past, of great heroes, of wars, of conventions, the foundations of our country, how we came to be what we are, and variations of all of these reasons.

9. Fifty-seven pupils preferred to read a book and then see the motion picture. Thirty-five thought the picture spoiled the story; thirty-eight thought it helped the story, and eight were doubtful.

10. Regarding poetry, fifty-eight liked poetry; but sixty preferred prose to poetry; a few had not quite decided. Their liking for poetry was attributed to the sound, the rhyme, the swing of it; the beauty, the language, and the thought in it. All who disliked poetry said it was too hard.

11. The list of poets for checking was taken from a list given by Norma Gillett to a fifth grade. Eugene O'Neill and Chesterton were added to check on any one who might be guessing. Eighty-one pupils knew Longfellow; fifty-six knew Whittier; fifty-five, Kipling; fifty, Shakespeare; thirty-one, Stevenson; thirty-one, Emerson; twenty, Browning; twenty-two, Kilmer; fifteen, Riley; and a negligible number knew Field, Barrows, Turner, and Brooks. No one knew Fileman, Allingham, O'Neill, Frost, or Chesterton. Fifty-six pupils said they had poems by these authors in their homes. Sixty-three had listened to poems over the radio. Forty-one said that they had at least once copied a poem just to keep it for themselves.

12. Seventy pupils liked and read magazines. Seventy-two had magazines in their homes as regular subscriptions. They were subscribed to as follows: *Saturday Evening Post*, by twenty-one; *Collier's*, by twenty-one; *Sacred Heart Messenger*, by seventeen; *Life*, by sixteen; *American*, by twelve; *Liberty*, by eleven; *Good Housekeeping*, by eleven; *Woman's Home Companion*, by ten; *Ladies' Home Journal*, by nine; *McCall's*, by five; *Better Homes and Gardens*, by five; *Mission Magazines*, by five; *Boy's Life*, by four; *Hunting and Fishing*, by three; *Reader's Digest*, by three; *True Stories*, by three; *Household*, by two; and one subscription for each of these—*True Confessions*, *Cosmopolitan*, *American Boy*, *American Girl*, *Look*, *Popular Science*, *Popular Mechanics*, *Country Gentleman*, *World Horizons*, *Red Book*, *Victorian*, *Movie Magazine*, *Screen and Radio Guide*, and *Screenland*. This gives a total of seventy-five magazines for eighty-one pupils, representing eighty different families. The magazines preferred were *Collier's* by four, *Life* by three, *Sacred Heart Messenger* by twelve, *Open Road for Boys* by three. All other preferences were by one or two pupils only. Eight pupils had no preference. A reading of Daniel L. Cohn's "What Woman's Magazine D'ya Read?" in *Saturday Review of Literature*, January 30, 1943, ought to be sufficiently emphatic on the greater number of these magazines.

13. Newspapers are read by all of the eighty-one pupils. Twenty-five take one paper; twenty-four take two papers; seventeen take three papers; seven take four papers; and two take five. Thirty-eight spend fifteen minutes daily on these papers; twenty-six spend thirty minutes daily on them;

and one spends one hour. The preferred parts are the funnies, sports, headlines, local news, and radio programs. One reads the editorials occasionally.

14. Fifty-eight pupils have library cards. Twelve went to the public library in the last week; twenty-three in the last two weeks; eight in the last month; three in the last three months; eleven in the last six months; eight once in the last year; and the remainder had not been in "a long time". The nine freshmen have the advantages of the school library, but the grammar schools have only the public library to serve them. Thirty-six have gone to the library for other purposes than to return a book. Forty-six know how to locate books by using the card catalog. Most of these said that their older brothers and sisters in high school had taught them this. Thirty-seven had often used this card catalog. No one knew how to use the *Reader's Guide to Periodical Literature*. Eleven were familiar with the *World Almanac*. Seventeen knew the *Britannica* by name, mostly through mention on the radio program "Information, Please". Twelve knew the *World Book* through actual use of it. Ten knew the *Catholic Encyclopedia*.
15. Practically all desire a good library in their school. They seem to know the benefits derived from library facilities and evinced great enthusiasm over the possibility of undertaking the establishment of a school library.
16. One hundred and five freshmen checked the list of one hundred and twenty-five books of fifth, sixth, and seventh grade reading levels. The highest individual totals were fifty-six and fifty-one books. Two had read between forty and fifty books; eight had read between thirty and forty; twenty-one had read between twenty and thirty; forty-four had read between ten and twenty; and sixteen had read less than ten books on these levels. The lowest number of books read by one pupil was two books. The total number of books read for the fifth grade level was three hundred fifty-six. The sixth grade level totaled five hundred forty-three, and the seventh grade level reached eight hundred thirty-four. The increased total for each higher level raises a question. Were better books available for higher level reading, or was the memory of the pupil better in recalling these titles of more recent reading? The grand total for the entire freshman class of one hundred five pupils was one thousand seven hundred thirty-three books, averaging about sixteen and one-half books per pupil. This list is a partial Witty-Kopel test and represents standard books.
17. Fourteen teachers of these children were interviewed. All agree that intellectual development and scholarship are directly influenced by reading interests and library usage. Thirteen feel that the state syllabus is very wise in providing for training in library science. Ten teachers prefer a central library for the grammar school; two prefer separate room libraries; one would like to see both arrangements; and a high school teacher suggests a central library for the school with collections of books left in the class rooms for extended periods. Ten have a record of their children who have library cards for the public library. Four have no such record. Four reported that less than half of their class go to the public library. They have almost no knowledge of what books are drawn or what their children do at the library. Five teachers themselves have a card at the public library, nine have none. Seven know the public librarian, seven do not. Twelve said that they feel free to ask her for help. Two criticized the lack of efficiency and co-operation. Six have seen the new children's room, eight have not seen it. Two have had loans of books for display purposes. Twelve have never asked for such service. Seven think that reading records have a special value, three drew the line on younger children, three gave no answer, and one said she saw no value in such records. No constructive criticisms or suggestions were offered by any teacher.
18. All questions asked of principals were answered favorably except in two instances. One principal said she favored the use of the public library by children "if necessary". She also considers the

teaching of library principles and usage, as included in the New York State Syllabus, wise and necessary to a "certain extent". All three reported a growing knowledge and use of library facilities. One said this growth was due to the fact that teachers were becoming more library-minded. The effect of this growth was pointed out by one principal as the awakening of a general interest in books and learning, and the development of a greater respect for learning.

19. The Librarian of the Public Library gave valuable information and helpful suggestions. She said that our children compare very favorably with the children of the city public schools in their use of the library facilities, but that she would like to see a larger number registered from our Catholic schools. In agreement with my own observations she sees superiority in many points in the school of foreign elements as compared with the school of almost entirely American population. She reported only limited contact with teachers and principals of the Catholic schools. She regrets this and is ready to do whatever she can to increase the number of such contacts. She does not know any teacher well enough to suggest ideas of library interest. She does not see much advance in the intelligent use of the library by our pupils since she has had charge. Regarding the High School she said there was quite extensive use of the public library by the students of all classes. The older ones use the library more for school work and the younger ones for recreational reading. Compared with the pupils of the Public High School, the Librarian stated that in all respects our children rated very well. Like most children their interests are confined largely to fiction, the non-fiction falling for the most part under adventure and travel. Our children are reported as asking often for help, that indicating for the most part lack of knowledge of library tools. However, the report shows advance in interest in books and in library usage. A definite suggestion was made by the Librarian that our children would profit by further training in the use of reference books and the catalog. An invitation was extended to bring classes to the library for that purpose.

20. The parents of nine high school students were interviewed last. Their reactions were gratifying. All approve of their children reading books additional to those assigned by their teachers. They said that they encourage such reading, feeling that their children can afford to give one hour's time daily to this reading. They know what books their children read and where they secure them. No one reported having found the children reading books or other literature recommended by teachers to which the parent objected. They said that their children spend from ten minutes to one hour daily on newspapers, being most interested in sports and world news; one mentioned editorials. No mention was made of the funnies. One parent restricts magazine reading. One does not encourage frequent use of the public library. No reason was given. A suggestion was made for the encouragement of better reading in place of the worthless and even dangerous reading so prevalent today. This mother thinks that clubs might help. Another advised that the child should be encouraged to read along the lines of his hobby and that dangerous reading should be kept out of the home.

In conclusion, I believe, it has been proved that a contributing cause of the low scholarship and lack of achievement among the pupils of the High School under study is the matter of reading interests and library usage. This study may help to bring this problem into prominence. With our ever developing

modern social life, intelligent reading is becoming more and more a necessary part of every one's equipment; and, therefore, training and development in the mechanics of reading and the various fields of interest must be a challenge to every teacher and to every program of

(Concluded on page 282)

The Marian Library

By BROTHER STANLEY MATHEWS, S.M.,
University of Dayton

Last September at the University of Dayton, conducted by the Marianists, a project was undertaken to honor the Blessed Virgin Mary and to establish a national center of research in Mariology by founding a Marian Library. Even in this country a Marian Library is not a new idea. Some years ago a similar project was initiated at the Catholic University of America when the late Bishop Shahan and the Right Reverend Monsignor Bernard McKenna organized a Marian Library in connection with the National Shrine of the Immaculate Conception. About five hundred volumes, some of them rather rare, were collected, but the project was never carried any further and even the catalog record has been destroyed. A rather careful inquiry at various bibliographic centers throughout the country showed that there does not exist any other library of size devoted exclusively to works on the Blessed Virgin. The Marian Library project now under way proposes to fill, then, a rather definite library need in the United States.

ADMINISTRATION

The library is being sponsored by the Department of Religion at the University of Dayton, under the direction of Father Lawrence W. Monheim, S.M., head of the department. Assisting the director is a group of student-Marianists and a civilian-student Bibliography committee.

One wing of the University Albert Emanuel Library building will be used to house the collection. Otherwise the two libraries will be entirely distinct.

SCOPE

At present the staff is concentrating on the accumulation of books published in the English language. This specialization is not to exclude material published in other languages, but current emphasis is on the English collection. In fact a number of rare German volumes have already been received by the library, and these will serve as a basis for the collection of foreign books when attention is eventually directed to that field and the library is made international in scope.

Plans have also been discussed for initiating a Marian pamphlet collection, and perhaps a periodical and picture file. A pamphlet collection would be facilitated by the fact that a pamphlet project is being conducted on this campus by the Department of Education in connection with a course in *Religion Methods*, in which all Catholic pamphlets are being reviewed and analyzed for possible use in religious instruction.

A number of librarians have written to suggest that an annotated bibliography of the Marian Library be published at a later date. While such a compilation must necessarily be delayed to some

future time, the suggestion is worth serious consideration.

BIBLIOGRAPHY

The first actual library task of the project was the compilation of a complete Marian bibliography. The purpose of such a bibliography was to find out 1) what books exist; 2) where they are; 3) how they may be secured. The work of the student bibliographic committee has supplied answers to the first two questions. The third, which deals with the problem of financing acquisitions, is more difficult to answer. Like most Catholic projects, especially those of a literary nature, the Marian Library must work on a limited budget.

The student committee worked for a number of weeks checking the *Cumulative Book Indexes* and the Marian books in the University library. Meanwhile, letters were sent to librarians of 260 Catholic colleges, universities, and seminaries asking for a complete list of all books in the field of Mariology in their libraries. A fairly good proportion of these institutions complied with the request, many at a definite cost of time and energy because of small war-time staffs. Fifty publishers were also contacted for the data on Marian books published by them. All these lists were checked against each other, and a card index was set up containing each book listed. At the suggestion of Father Colman J. Farrell, O.S.B., all the Marian cards printed by the Library of Congress, about 500, were purchased, and these additions helped to further the progress of the bibliography.

CLASSIFICATION

Classification raised a particularly difficult problem. Anyone familiar with class 2 of the Dewey Decimal system

knows it to be completely inadequate as a classification for Mariology. Placing "Virgin Mary" as a subdivision under "Jesus Christ" may be logically and theologically correct, but the resulting extended series of figures is unsatisfactory for a collection devoted exclusively to Mariology. The Library of Congress classification is better, but still insufficient. To help solve the problem, two Marianist post-graduate students at the University of Dayton have drawn up a tentative classification for the Marian Library, working on the theory that the classification should suit the library and not the library the classification. This system is almost entirely original, although as many good features of Dewey as could be conveniently used were retained. Thus, instead of using the alphabetical arrangement in 6 and 7 (see below), the traditional Dewey form has been more or less followed. Mrs. Lynn's *Alternate Classification for Catholic Libraries*, Father Martin's *Mes Fiches*, Class 2, and Father Kapsner's *Catholic Subject Headings* were all referred to for help.

To insure a comprehensive and technically correct classification, the tentative system was hectographed and sent for criticism and suggestions to a selected group of Catholic college and university librarians, as well as to a number of Catholic librarians in public libraries all over the country. These librarians were asked two specific questions concerning 1) the comprehensiveness and elasticity of the classification; 2) the numbering method of one digit plus decimals. All the appraisals were, in general, favorable; the comments and suggestions which were made have served as a basis for several minor changes in the classification as it now stands.

CLASSIFICATION FOR A MARIAN LIBRARY		4.4	Assumption
0	GENERAL WORKS	4.5	Mediatrix of all graces
1	GENEALOGY AND LIFE OF MARY	4.6	Spiritual Motherhood
1.1	Mary in the Old Testament	5	VIRTUES OF MARY
1.11	Prophecies.	5.1	Charity
1.12	Types and Figures	5.2	Chastity
1.2	Mary in the New Testament	5.3	Compassion
1.21	Life before birth of Christ	5.4	Faith
1.22	Life during Hidden Life of Christ	5.5	Humility
1.23	Life during Public Life of Christ	5.6	Obedience
1.24	Life after Resurrection of Christ	5.7	Patience
1.25	Post-Pentecostal life of Mary	5.8	Spirit of Prayer
		5.9	Other virtues
2	GENERAL DEVOTION TO MARY	6	SHRINES AND PILGRIMAGES; places of special devotion to Mary
2.1	Theological basis of devotion	6.1	In Europe
2.2	History of devotion to Mary	6.11	Ireland, Scotland, Wales
2.3	Devotion to Mary in the Society of Mary; filial piety	6.12	England
2.4	Devotion of Holy Slavery; de Montfort	6.13	Germany
2.5	Devotion of other religious societies	6.14	France (Lourdes, Le Puy, Liesse, Chartres, etc.)
2.6	Lay Organizations devoted to Mary	6.15	Italy
2.61	Sodalities of the Blessed Virgin	6.16	Spain and Portugal (Saragossa, Puche)
2.62	Children of Mary	6.17	Russia
2.63	Legion of Mary	6.18	Scandinavian countries
2.7	Mariologies of individual devotees	6.19	Other countries of Europe
2.71	Ancient	6.2	In Asia
2.72	Medieval	6.3	In Africa
2.73	Modern	6.4	In North America
2.8	Controversial works on devotion to Mary; Mariolatry	6.41	Canada
2.9		6.42	Mexico (Guadalupe)
3	MARY IN THE LITURGY; DEVOTIONS TO MARY	6.43	United States (Washington, D. C.)
3.1	Mary in the Liturgy	6.5	In South America (Concepcion)
3.11	Feasts of Mary	6.6	In Australia
3.12	Mary in the Divine Office	7	MARY IN LITERATURE AND ART
3.13	Hymns, canticles, antiphons, etc.	7.1	In poetry
3.2	May devotions	7.2	In drama
3.3	October devotions; Rosary; Hail Mary	7.3	In stories and novels
3.4	Litanies of the Blessed Virgin	7.4	In essays (general)
3.5	Offices of Mary	7.5	In sermons (general)
3.51	Little Office of the Blessed Virgin	7.6	In legends
3.52	Little Office of the Immaculate Conception	7.7	In art (painting, sculpture)
3.6	Scapulars	7.8	In music
3.7	Miraculous Medal	8	GENERAL MEDITATIONS ON MARY
3.8	Sorrowful Mother devotion	9	MISCELLANEOUS MARIAN WORKS (Biographies of devotees, etc.)
3.9	Other devotions to Mary		
4	PRIVILEGES OF MARY		
4.1	Divine Motherhood		
4.2	Immaculate Conception		
4.3	Perpetual Virginity		

ACCESSIONS

Interest in the Marian Library is spreading throughout the country and generous
(Continued on page 283)

The Bible as Literature for the Elementary School Child¹

By SISTER MARY PATRICIA, O.S.F., Holy Epiphany School,
Leavenworth, Kansas

Work in foreign missions and even mission work at home is often pictured to us under such dazzling light that we may be tempted to regret not having engaged in the fields thus splendidly portrayed. So with Mission Sunday just behind us, it is well to consider our opportunities, the possibilities in our special field—the elementary school. We will see that to us is entrusted not the souls of the heathen or pagan but those of our dear young at home. Among them we not only train the missionaries who will carry Christ's name to far-off lands, but also those among us who are to keep alive our precious heritage of Faith, and those who by their exemplary lives will reclaim from error the non-Catholics whom they daily contact.

One of the most usable aids with which we can equip our future missionaries, is a familiarity with the Bible and a knowledge of its importance in Catholic life. In spite of the fact that millions of books are being published every year, the Bible still remains the world's best-seller, proving that in a war-torn and materialistic world there still remains in man's heart an innate love, respect and craving for the word of God. Our task, then, is to fill the hungry hearts of our children. You may ask how are we to do this, knowing that Bibles are little suited for

elementary use; the print is too small, the volume too cumbersome for little hands. This is true of most Bibles, but we should not be thereby discouraged. All we need is to introduce our children to the content of either the Old or New Testaments through the pages of the many lovely books based on Biblical facts, and written and illustrated for the very young.

All children like a story, like to be told stories, and in the Bible can be found stories suitable for all occasions; or, as Blanche Jennings Thompson so truthfully puts it in her latest book, *The Oldest Story*, "Each individual Bible is a library in itself, [containing] within its covers history, drama, poetry, and tales of breathtaking adventure."

Although the Bible contains only truth, no fairy-tale can excite more wonder than the many angel stories found there. No fairy-king had at his command a more graceful or beautiful band of creatures. We are all acquainted with children's great love for the story of the creation, the fall of the rebel angels and God's reward to those who remained faithful. Our being created to take the places of the fallen angels can be vividly introduced at this part of the story.

Gabriel's many visits to earth as God's messenger usually impresses small children favorably since they often run errands for Mother, Dad and others. To have had Gabriel appear suddenly and

1. Paper presented at the Elementary School Libraries Round Table, Mid-West Unit, Annual Meeting, Atchison, Kansas, October 30, 1943.

bring such startling news as he did to Mary was indeed a delightful surprise. They can share, too, Jacob's, Abraham's and Zachary's joy when each in turn experienced angelic visitation.

Magic has a special place in child life. How thrilling to children seems the story of the creation when things came from nothing as soon as God, the master magician, commanded them. Moses with his wonderful staff, the mysterious writing appearing during the festive banquet when all were merry, are each as magical as anything ever written. Any of Christ's miracles, His calming the tempest, walking on the sea or even His quietly writing on the ground while the accusers of the sinful woman stealthily moved away, contain a captivating power unequaled.

Life as others live it is enjoyed by children as much if not more than others. Records of many of the world's great heroes are found in the Bible. Christ whose words and works are of great importance to men of all ages is the chief character of the New Testament. The story of His birth makes Christmas what it is.

Our children will learn from us to give His coming the first thought. The familiar carols, "O Holy Night," "O Little Town of Bethlehem," "Silent Night" and others will be meaningful only through the Biblical background that we should supply. Many beautiful legends have been built up around Christ's birth; these our children should know. When they hear the carol, "The Christmas Rose," why not introduce them to the legend by the same name. They will all wish to be the little girl to whose assistance a beautiful angel came bringing the roses which she gave to Christ. Father Downey in his book, *Taking Down*

the Crib, delights every young reader. Why not help our little charges get acquainted with the Christmas story through his pages?

David, the shepherd boy, singer, musician, warrior and ruler will interest all. In Solis-Cohen's book, *David the Giant Killer*, Grandma Lopez, a typical Jewess, gives her little grandson David such a charming version of David's slaying Goliath that little David in sheer pride boasts that Jack, after whom his older brother was named, never did kill a real giant like Goliath.

Every boy has a pal, and feels proud of his pal's accomplishments, hence he will revel in the account of Jonathan and David.

What girl will not admire Esther's strength of character, her risking her life to save her people. Grandma Lopez has again pictured this woman of her race in full glory, bringing to the foreground what all adolescent youth admires, beauty plus strength of character.

Ruth, the beautiful, faithful to her mother-in-law, Naomi, Ruth whose beauty captured the heart of Boaz, was modest, reserved and God-fearing; the tactful teacher can make her a favorite of the upper-grade girl.

Everyone likes to take trips, to read of what others have experienced when they took trips. The journey of Young Tobias, with Raphael as his companion, guide and protector, equals any modern adventure tale. The Israelite's return to the Promised Land surpasses any conquest yet recorded. Jonas experienced what no marine would want to share. No aviator ever took off in a fiery plane as Elias did in a fiery chariot. And thus we could go on with examples of the types of literature found in the Bible.

We, as teachers, are all interested in aids to our profession. The possible uses of the Bible are many. Through it we can provide the background necessary for other courses than literature; we can stimulate the needed interest; we can combat existing evils by substituting factual matter of an interesting nature.

Catholics are accused by those not of our faith of not using the Bible, which is true—and untrue. Let the child realize that his missal stands for far more to him than does the Bible in the hands of his non-Catholic friend, while at the same time his missal is largely a selection of Bible passages. Training brings facility which in turn arouses pride in the use of the missal even for the elementary school child. Let him understand that much of the content of the missal is direct quotation from the Bible itself, and that the rest includes many Biblical allusions. However, an entire afternoon could be devoted to the presentation of the Biblical background for the Mass, involving as it does the social, the linguistic and the literary history of the Jews and the early Christians. So we pass on to the possibilities for dramatization.

The impulse to do something is particularly strong in children. "Let's act that story" always bring forth a ready response. The boys vie with each other in taking the parts of Esau, Jacob, Cain and others. They, surprisingly to adults, think nothing of being the Blessed Virgin to whom Gabriel appeared; and the girls are as likely to want to act the parts of the male characters. Many of the miracles of Christ, especially His cures, are easily dramatized. The healing of the paralytic and the raising of the daughter of Jairus are favorites. In the Tower of Babel, the boys depict the pride of the

people as they defiantly erect their immense edifice; then suddenly all is in confusion as the workmen cannot understand the orders given, or even each other. The separation of the different groups is impressive. The account helps our children to a better understanding of the brotherhood of nations.

The Bible has been an inspiration to many of the world's famous artists. Our elementary school children, even those who think they cannot draw, will easily be persuaded to make pictures suggested by Biblical events. Sometimes we get something as original as little Johnny's drawing of Adam and Eve being driven out of Paradise: a roomy car with a chauffeur at the wheel and two important figures in the back seat. When asked to interpret his work he simply stated that God, Who was pictured in the front seat, was driving Adam and Eve out of the garden. Children of the lower grades like to make booklets. The creation and the Ten Plagues of Egypt are particularly good for these. Scenes such as Moses in the basket, watched by his sister and the bewildered princess who found the child, seem suitable for all grades.

To the primary children, the baby is the predominating figure. Intermediate children like the clever sister who brings her mother the wonderful news, while the kind hearted princess with her train of maids and attendants claim the attention of upper grade pupils.

It is well to acquaint our pupils with as many as possible of the religious works of the great master artists. Through these they can begin to cultivate an appreciation for the aesthetical.

The Great Story is a lovely book made up of paintings from the great masters

(Continued on page 282)

News and Notes

READING FOR FUN AND INFORMATION

"Reading for Fun and Information" was the subject of the address delivered by Reverend Andrew L. Bouwhuis, S.J., President of the Catholic Library Association, at the third annual meeting of the Michigan Unit, which was held April thirtieth at Marygrove College, Detroit.

Father Bouwhuis pointed out that in the Gospels we have evidence of Our Lord's sanction of human pleasure and entertainment, recalling as one instance, the marriage at Cana. "There is fun in such fundamental things as eating, drinking, exercising, doing on's job and being a success. But there is a higher level of fun," the Speaker asserted, "in the realm of ideas: the joy of mind in knowing, and the joy of will in loving—all to be gained by reading. . . . It is through reading the good, the clear and the beautiful, that we develop the habit of 'living upstairs' and that is where most of our living should be done, if our work is to be dignified with inspiration.

"Books are not only the greatest sources of fun and pleasure for us as human beings," said Father Bouwhuis, "but they are the means by which we become 'informed' and becoming informed means getting an idea that changes us. These informing ideas, which come to us from books, render our minds rich, realistic, and resourceful. Loving books we are prepared to read, think, discuss and act,

i.e., to take the four steps necessary in the apostolate of the intellect, which is the apostolate for Catholics to stress today."

Father Bouwhuis concluded by remarking that, unless we build up in the rank and file of the people a love of ideas and books, we Americans are not going to develop thinkers in the important sciences of sociology, government, and psychology, and we shall be taking our leadership from other countries in these fields.

During the business meeting, the results of the election which had been conducted by mail were announced by the chairman. The following officers were elected: Chairman, Reverend Vincent Dieckman, O.F.M., librarian at Duns Scotus College, Detroit; Vice-chairman, Sister Mary Cenobius, I.H.M., librarian at St. Mary's Academy, Monroe; Secretary-Treasurer, Julia Burns, Detroit Public Library; Directors, Reverend Daniel O'Connell, S.J., librarian at the University of Detroit, Reverend Leo J. Ward, librarian at Sacred Heart Seminary.

The program concluded with Round Table discussions led by the following chairmen: College Libraries, Sister M. Claudia, I.H.M.; Elementary School Libraries, Reverend Andrew L. Bouwhuis, S.J.; High School Libraries, Sister M. Virginia, O.P.; Parish and Public Libraries, Mary Schutz.

WASHINGTON-MARYLAND-VIRGINIA UNIT

About one hundred librarians attended the Spring meeting of the Washington-Maryland-Virginia Unit of the Catholic Library Association, on Saturday afternoon, April twenty-second, at Trinity College.

The Reverend Gerard F. Yates, S.J., Professor of Political Science, and Director of Libraries at Georgetown University, was the principal speaker. His topic, "A Political Scientist and the Library" provoked a stimulating discussion at the close of his address.

Mr. Richard J. Hurley, Assistant Professor of Library Science at Catholic University of America, spoke as National Chairman of Catholic Book Week. Mr. Hurley also explained, in the absence of Miss Mary Kiely, the work of the Elementary School Library Institute which will be held at Catholic University, June twenty-seventh to twenty-ninth.

Sister Joan Marie, librarian at St. Rose's Technical School, Washington, D. C., gave an excellent report as chairman of the Unit's Catholic Book Week Committee.

The Virginia librarians had invited members of the Unit to Richmond for the Spring meeting, but transportation difficulties made necessary the change in arrangements.

The Chairman of the Unit, Mr. Phillips Temple, librarian at Riggs Memorial Library, Georgetown University, presided.

MARYWOOD STUDENTS VISIT NEW YORK LIBRARIES

Students of the Department of Librarianship of Marywood College visited the outstanding libraries in New York

City during the week of May fourteenth. The visitors were received at the J. Pierpont Morgan Library, the New York Public Library, the H. W. Wilson Company, The Nathan Straus Branch of the New York Public Library, where Mary Gould Davis gave a demonstration book talk, the Washington Irving Public School Library, Manhattanville College of the Sacred Heart, and the Columbia University libraries. Sister M. Norberta, I.H.M., Director of the Department of Librarianship, and Miss Helen Welsh, Professor of Library Science, accompanied the group.

WISCONSIN UNIT

The Spring meeting of the Wisconsin Unit was held at Messmer High School, on Thursday, May 18. The principal speakers were: Mr. Gerald Caffrey, Milwaukee Public Library; Sister M. Rosamond, Holy Family Convent, Manitowoc; Sister John, Cathedral High School, Superior; and Sister M. Patrice, who has recently returned from South America.

Sister Patrice described public and private book collections of South America. Commenting on the fact that comparatively few American books are translated into the Spanish in South America, Sister Patrice explained that many of the South American educators went to school in France and Italy; hence, the majority of translations are in French and Italian. Attention was called to the need of juvenile literature in South America.

The meeting closed with the installation of new officers. Those elected were: Sister Josephine, Manitowoc, Chairman; Sister Andre, Milwaukee, Secretary-Treasurer, who will fill the term of Sister Ruth who resigned because of illness; Reverend Francis Bautsch, S.J., Marquette University, Milwaukee, Director.

PHILADELPHIA UNIT

The following officers were elected at the Spring meeting of the Philadelphia Unit which was held Sunday afternoon, May twenty-first: Chairman, Reverend Richard J. Walsh, Librarian, Roman Catholic High School; Vice-Chairman, Sister M. Hilary, Librarian, Melrose Academy; Secretary, Mrs. Anne S. Joseph, Pamphlet Division, Free Library of Philadelphia. The new officers will serve for two years.

DUTTON SPONSORS RADIO SERIES

"Everyman's Reader," a new book review series sponsored by E. P. Dutton and Company, will be heard over station WQXR each Thursday night at 9:15 p. m., E.W.T. Mr. Boris Todrin, author, journalist and critic, will discuss and read excerpts from one to four books during each broadcast. From time to time, Mr. Todrin will introduce authors of books which have already been published, or he will bring to the microphone a writer with an advance preview of a book soon to be released. Book-sellers will be invited to relate humorous episodes from their experiences, and other well known personalities will appear as guests, and will give their opinions of books they have read.

Dutton is believed to be the first publishing house to sponsor such a program.

A LIBRARIAN'S RESPONSE TO A CHALLENGE

(Concluded from page 273)

instruction. Every effort should be made not only to train to read, but to lead to the best and fittest sources of reading, and to the ability to distinguish and evaluate the different types of reading. Stella S.

Center¹ says: "There are books in the world for each particular type of mind with its own driving interests, and the problem of reading is solved, all other things being equal, when the mind and the books are brought into contact". This can best be done through the team work of the teacher who is library-minded and the librarian who knows the teaching problems.

THE BIBLE AS LITERATURE FOR THE ELEMENTARY SCHOOL CHILD

(Continued from page 279)
reproduced in full color. The text gives the life of Christ in selections from each of the four Gospels.

The language of the Bible is all poetic, but certain passages contain the finest poetic values. Many of King David's Psalms with their great lyrical value, quiet rhythm and deep volume possess a majesty unequaled. In choral speaking the maids can be demonstrated with a few solemn voices clearly intoning, "Give glory to the Lord" joined by others in "and call upon his name," with the full chorus continuing "declare his deeds among the Gentiles, sing to him, yea, sing praises to him". Such a performance will produce an impression that our elementary boys and girls will carry with them through life. They will easily understand the light-heartedness they should feel in serving God. This is introduced to them through a light-voiced tripping speaking of the ninety-ninth Psalm, "Sing joyfully to God, all the earth; serve ye the Lord with gladness." The great song of thanksgiving is excellent for the refrain type, where a leader reads the beginning

1. Stella S. Center and Gladys L. Perkins. *Teaching High School Students to Read: A Study of Retardation in Reading*. Appleton, 1937. p. 93.

of each verse and is joined in its completion by the complete chorus.

While presenting these suggestions on the Bible as literature for the elementary school child, I have endeavored in specific instances to increase your awareness of your opportunity. We must each do our part to make the Bible loved and revered by first making it known to our children.

THE MARIAN LIBRARY

(Concluded from page 276)

donations of books and money are helping its steady progress. Several contributions deserve special mention here. A staff sergeant stationed in New Orleans sent a set of *The Shrines and Apparitions of Heaven's Bright Queen*. He included a note which read, "Although I am not a Catholic by faith, my interest in Our Blessed Virgin Mary started a number of years ago and has grown steadily since. These books contain material which I am sure would interest any student of religion." He had read of the Marian Library in a Dayton newspaper which chanced to fall into his hands at Camp Planche. That a non-Catholic should be among the first to contribute to this project inaugurated in devotedness to Mary is evidence of the interest with which the undertaking has been generally received.

Seven author-graduates of the University of Dayton, three of whom later served as members of the faculty, have presented the library with copies of their Marian books. Two publishers, the Bruce Publishing Company and the Saint Anthony Guild Press have sent complete sets of their Mariology publications now in print. The Marian Library has also received four volumes of the *Mary Book* series, published by the College of Saint

Francis, Joliet, Illinois. These books, which have been compiled as tributes of devotion to Mary, contain poems, hymns, playlets, essays, and biographies of Mary. They are a unique addition to the collection.

So far other notable gifts have been received also from Saint Mary College, Xavier, Kansas; Very Reverend L. A. Yeske, Pittsburgh; Trinity College, Washington, D. C.; and Trinity College, Sioux City, Iowa.

CONCLUSION

There is every reason to be hopeful for the future of the Marian Library. The interest and cooperation of librarians, publishers, and friends have been an encouraging feature of the work. Catholic periodicals have been generous in providing publicity which has resulted in many valuable contacts. The hierarchy has also voiced its approval of the work. His Eminence, William Cardinal O'Connell has written: "I am happy to give you my blessing and endorsement of the proposed Marian Library and shall follow with interest the progress of this inspiring work." His Excellency, the Most Reverend Archbishop Samuel A. Stritch wrote: "This is a worthwhile undertaking and I hope sincerely that it will be successful."

The Marian Library project will coincide with two important dates in the history of the University of Dayton. With the observance of the seventy-fifth anniversary of the consecration of the University chapel in June, 1944, the work of the library will be well under way and progressing steadily. By 1950, when the centenary of the University will be celebrated, it is hoped that the Marian Library will be complete and in use, spreading the honor and glory of Mary, Patroness of the United States.

Best Sellers¹

A MORAL EVALUATION OF CURRENT FICTION AND NON-FICTION

This list evaluating current best sellers has been prepared by the Editors of BEST SELLERS, a bi-weekly review published at the University of Scranton. Full information on any book mentioned below may be obtained by purchasing the issue in which the original review appeared. The price per issue is ten cents. Send orders and remittance to: BEST SELLERS, UNIVERSITY OF SCRANTON, SCRANTON, PA.

Explanation of abbreviations:

NF—Non-fiction
BM—Book of the Month selection
CB—Catholic Book Club selection
CC—Crime Club selection
IS—Inner Sanctum Mystery
LG—Literary Guild selection
SB—Scientific Book Club Selection

Titles preceded by an asterisk have been newly added in this issue.

I. Suitable for Family Reading

Becker. How new will the better world be (NF)
Bonsal. Unfinished business (NF)
* Gardner. Case of the crooked candle
Johnston. America unlimited
Josephson. Empire of the air (NF)
Keller. Men of Maryknoll (NF)
King. Case of the dowager's etching (CC—Mar. 1944)
Kossak. Blessed are the meek (BM—Apr. 1944)
Landon. Lake Huron (NF)
Lewis. Perelandra
MacInnes. While still we live
McVicker. The queen was in the kitchen (NF)
Mead. Tell the folks back home (NF)
* Michelson. The ghost talks (NF)
O'Hara. Thunderhead
Plummer. The collected works of Mrs. Peter Willoughby

1. Abridged Series, Vol. 2, No. 5.

Pyle. Here is your war (NF)
Queen. The misadventures of Sherlock Holmes
Reyher. The stork run
Rice. Home sweet homicide (IS—Feb. 1944)
Rolo. Wingate's raiders (NF)
Shiber. Paris-Underground (NF; BM—Oct. 1943)
Woolcott. Long, long ago (NF; LG—Dec. 1943)

II. Suitable for Adults Only

Because of:
Content and Style Too Advanced for Adolescents:

Beard. The republic (NF)
Bellaman. Victoria Grandole (LG—Jan. 1944)
Bodmer. The loom of language (NF)
Cianfarra. The Vatican and the war (NF; CB—Mar. 1944)
Duranty. USSR (NF)
Dyess. The Dyess story (NF)
Faulkner. Plowman's folly (NF)
Gray. Science at war (NF; SB—Nov. 1943)
* Gaither. The red cock crows
* Gayn. Journey from the East (NF)
* Grew. Ten years in Japan (NF)
Gunther. D Day (NF)
Heiden. Der Fuehrer (NF; BM—Feb. 1944)
* Hough. Captain retreat
Hughes. The Church and the liberal society (NF; CB—Apr. 1944)
Lindbergh. The steep ascent
McCoy. Ten escape from Tojo (NF)
Nizer. What to do with Germany (NF)
Norris. Flint
Reynolds. The curtain rises (NF)
Seagrave. Burma surgeon (NF)

Stowe. They shall not sleep (NF)
Van Paassen. The forgotten ally
(NF)

Immoral Incidents Which Do Not Invalidate the Book as a Whole:

- Albrand. Endure no longer
- Allen. Bedford Village
- Bemelmans. Now I lay me down to sleep (BM—Mar. 1944)
- Botkin. A treasury of American folklore
- Bromfield. What became of Anna Bolton?
- Carr. The bells of St. Ivan's
- Craven. Cartoon cavalcade (NF)
- Douglas. The robe
- * Eberhart. Escape the night
- Ethridge. This little pig stayed home (NF)
- Flavin. Journey in the dark (Pulitzer Prize Selection)
- Fowler. Good night, sweet prince (NF)
- Gessner. Treason
- * Hall. Lost Island (BM—June, 1944)
- Hersey. A bell for Adano
- Marquand. So little time (BM; Aug. 1943)
- Morris. Liberty Street (LG—Mar. 1944)
- Ostenso. O river, remember (LG—Oct. 1943)
- Perry. Hackberry cavalier
- Robertson. Fire bell in the night
- Robsjohn-Gibbings. Good-bye Mr. Chippendale (NF)
- Ronald. The night is ending
- Sage. The moon was red (IS—Apr. 1944)
- * Seghers. Transit
- Sherrod. Tarawa (NF)
- Stuart. Taps for Private Tussie (BM—Dec. 1943)
- * Teilhet. Odd man pays
- Walker. Winter wheat (LG—Feb. 1944)

III. Unsuitable for General Reading But Permissible for Discriminating Adults

Adams. Canal town

Adler. How to think about peace and war (NF)

* Bates. Fair stood the wind for France (BM—June, 1944)

Baum. Hotel Berlin '43 (LG—Apr. 1944)

Bowen. Yankee from Olympus (NF; BM—May, 1944)

Carlson. Under cover

Crichton. The proud people

Donath. The Lord is a man of war

Du Maurier. Hungry Hill

Hecht. A guide for the bedevilled (NF)

Hutter. The outnumbered

Jackson. The lost weekend

Lothar. The angel with the trumpet

Madariaga. Heart of jade

McNichols. Crazy weather (BM—Mar. 1944)

* Mumford. The condition of man

Pope. Colcorton

Roberts. The labyrinth

Robertson. The signpost (BM—Jan. 1944)

Robinson (ed.) The ten commandments

Santayana. Persons and places (NF; BM—Jan. 1944)

Smith. A tree grows in Brooklyn (LG—Sept. 1943)

Smith. Strange fruit

* White. Peter Domanig

IV. Not Recommended to Any Class of Reader

Asch. The apostle

Burnett. The seas of God

Caldwell. Arm and the darkness

Caldwell. The final hour

Chase. In bed we cry

Davenport. Valley of decision

Hale. Prodigal women

Langley. Wait for Mrs. Willard

Maugham. The razor's edge (LG—May, 1944)

Seager. Equinox

Sforza. Contemporary Italy (NF)

Sinclair. Wide is the gate

Taylor. Chicken every Sunday (LG—May, 1943)

Book Reviews

A basic book collection for elementary grades.
By a Joint Committee of the American Library Association. A.L.A., 1943. 133p. \$2.00.

A Joint Committee of the A.L.A., N.E.A. and National Council Teachers of English presents twelve hundred books for our consideration. These titles are suited for curricular purposes and for reactional reading. In the selection consideration has been given to the child who reads easily, the one who has some difficulty in reading, the one who likes to read and the one who may develop an interest in reading if he can find the right book. This last youngster is the real problem in many schools. Special effort seems to have been made to secure good, attractive editions of the standard work. A large number of new books has also been recommended.

The arrangement is by the Dewey Decimal classification except for books for the first three grades which are listed in the back as Picture Books and Easy Books. Under each division of Dewey an alphabetic author arrangement has been used. The information given for each book includes author, title, illustrator, publisher, date, price and grade. An adequate annotation, often original, describes the contents. Subject headings are liberally supplied and based on the Children's Catalog. The list, therefore, has value for purchasing, checking, and cataloging. Wilson cards are indicated by a (W).

As is the case in any list, certain groups of books have been omitted. Readers is one such group, as these are listed in Rue's Index. Foreign books are not listed as war conditions prevent their purchase. There is also an understandable lack of books on Japan, Italy and Germany. On the other hand there is stress on Latin America, on books which present the democratic way of life and vocational fiction. This last group may draw the fire of some children's and school librarians who feel that such material should be

factual. An Index and Directory of Publishers complete a well-rounded job.

Catholic schools will find very few objectionable titles and as our libraries must be catholic as well as Catholic, the list should be given a ready welcome. There are no books included by any Catholic publisher and a supplement containing books by Catholic authors or on Catholic subjects would be most helpful. However, as the list stands it is a contribution both to professional literature and to safe buying with those precious library dollars—or pennies!

Richard J. Hurley,
Catholic University of America.

The United States government as publisher.
By LeRoy Charles Merritt. University of Chicago Press, 1943. xv, 179p. \$2.00.

This is a statistical analysis of government documents for the period 1899 through 1939. The first unit is an analysis of publication by departments pointing out their varying programs and indicating that there has been a proportionate decrease in printing bills when compared to total government expenditures. Some of this lag is attributed to the fact that many government departments have turned to other forms of "processing", e.g., through mimeographing and multigraphing.

The second part is devoted to a survey of government documents by major functions, viz., legislative, administrative, reportorial, service, research and informational. The summary indicates that information and research types of publication are the least numerous. A subject analysis is the basis of part three and shows a great increase in publications devoted to public utilities and public welfare. An intensive check of 1939's documentary production acts as a check against the samplings of the forty year period.

Finally, the author studies the method of distributing publications. His advocacy of free distribution (p. 150) runs counter to the current trend of promoting sales through the Superintendent of Documents. Among the more important conclusions are that insufficient funds are allotted to publishing the results of research and to the reporting of governmental actions to the people (p. 164-5).

This seemingly comprehensive study of the government as publisher reflects the expansion of federal activities of four decades. It is a clear (but not "popularized") survey that will prove useful in the large college, university and public libraries.

The administration of the American public library. By E. W. McDiarmid and John McDiarmid. American Library Association and University of Chicago Press, 1943. xii, 250p. \$3.00.

From a combined questionnaire and personal visit survey of 244 public libraries the co-authors gathered a vast fund of data on the major problems of administration which they have reduced to eight chapters on the place of the library in the community, the position of the library board, executive control, types of departmentation in large and medium-sized libraries (varying from staffs of ten to over three hundred), financial and personnel management, and on co-ordinating devices, such as staff manuals and meetings, departmental and general reports, committees, etc. The book does not go into detail at any point, simply presenting the problems in each field and the author's recommendations. Although not written in emotional language the book will be inspirational to librarians of educational institutions as well as to the public libraries on whose organization it concentrates.

Recreation for all ages. Teaching Aids Service, New Jersey State Teachers College, Montclair, N. J., 1944. 2 parts: pp. 1-30, 31-66. \$1.00.

For this much discussed subject we are presented with charts, exhibits, field trips, films, slides and filmslides, maps, pictures, posters, publications, recordings and transcriptions. The material is grouped under the headings of Administration and leadership, Camping, Hiking, Scouting, Parties, Dramatics, Festivals and Hobbies. The arrangement under each heading is

by type with alphabetic subarrangement. For each item is given full bibliographical information and a descriptive annotation. The material is free only when it is so stated. A list of general sources is given at the beginning of the bibliography. An alphabetic subject index at the front locates any particular subject quickly. Two year's research have gone into the compilation of this list which should be in the files of all libraries.

Richard J. Hurley,
Catholic University of America.

Victory gardens for community, home, school. Teaching Aids Service, New Jersey State Teachers College, Montclair, N. J., 1944. 4p. \$0.25.

A timely list of audio-visual aids on gardens. The material which consists of films, filmslides and publications is grouped under three headings: Gardening, Fight against injurious insects, and Preservation of victory crop. This pamphlet should be available in all libraries.

Richard J. Hurley,
Catholic University of America.

Concise Catholic dictionary. Compiled by Robert C. Broderick, M.A. Bruce, 1944. x, 195p. \$2.00.

A concise Catholic dictionary for home and school use, in which 1900 words are defined; most of the words are of the Roman Rite. Basic derivation and pronunciation of words are indicated. The Appendices include a list of foreign words and phrases, a list of abbreviations, and a list of the Popes, together with the dates of their reigns and a list of the Ecumenical Councils and the doctrines they defined.

The compiler presents this new dictionary with the justification that it will be more readily usable for the average person who needs such a reference tool, and that its brevity brings it within a reasonable price range. The compiler has included a list of the authorities who examined entries under their special subjects.

The Concise Catholic dictionary will not replace the more complete encyclopaedic dictionaries. Many of the detailed explanations have been purposely omitted from the new compilation which is intended solely for popular reference. However, many technical words are included, so it is hard to determine the basis of selection and abridgment.

New Books

BOOK CLUB SELECTIONS

Catholic Book Club—May

KOSSAK, ZOFIA. *Blessed are the meek.* New York, Roy Publishers, 1944. 375p. \$3.00.

(Reviewed in March issue, p. 191.)

Biography

DE BAETS, MAURICE. *The Apostle of Alaska. Life of the Most Reverend Charles John Seghers.* Translated by Sister Mary Mildred, S.S.A. With a foreword by The Most Reverend John C. Cody, Bishop of Victoria, B. C. St. Anthony Guild Press, 1943. 292p. \$2.50.

This translation from the French makes available to the English reader "the life history of one who did so much to lay the foundations of Catholicism in Alaska and of Catholic education on Vancouver Island and in Oregon". (Pref.) The biography is supplemented by the copious notes in which the Translator explains and clarifies historical and geographical details.

KELLEY, WILLIAM, S.C. *Don Bosco, apostle of youth.* Don Bosco College, Newton, N. J., 1944. 48p.

A biography of the founder of the Salesian Order.

LEVY, ROSALIE MARIE. *Thirty years with Christ.* Author, P. O. Box 158, Station O, New York 11, N. Y., 1944. 246p. \$2.10 postpaid.

The autobiography of a convert from Judaism in which the author tells the story of her own conversion and her experiences in spreading the Faith. The book includes interesting descriptive accounts of visits through Europe and the Holy Land; comments on the mystic, Therese Neumann, and on the apparitions at Fatima; a glimpse of the zealous work of the Catholic Lay Apostle Guild and the Catholic Guild of Israel, later known as the Guild of Our Lady of Sion, League of Reparation. The story is inspiring in itself, and it is the more edifying when considered in the effect which Miss Levy's apostolic fervor had on the many converts whose testimonies are appended.

Questions and objections answered at the meetings of the Catholic Lay Apostle Guild are also included.

Miss Levy is the author of the devotional series, *Heart talks with Jesus*, and *Heart talks with Mary*.

PEERS, E. ALLISON. *Spirit of flame, a study of St. John of the Cross.* Morehouse-Gorham, 1944. xiii, 214p. \$2.00.

In one or two places the author of this biography seems to hesitate in admitting supernatural intervention. There is also a suggestion of a Protestantized interpretation of St. John's writings. These two defects are more by implication than by express statement, and do not detract too much from an otherwise good book. It is an excellent brief study, particularly recommended for emphasizing the human qualities of the Saint.

Charles Denecke, S.J.

RIGGS, T. LAWRENCE. *Saving angel. The truth about Joan of Arc and the Church.* Bruce, 1944. 98p. \$1.75.

This is a very clear discussion of the relations of Saint Joan of Arc with the doctrinal and disciplinary authority of the Catholic Church. It was occasioned by many confused and confusing works about her, particularly the play of George Bernard Shaw which makes her out as a Protestant martyr. Despite its brevity it is a masterpiece of historical research and scholarly interpretation, joined to a remarkable clarity of thought and expression.

The author reviews briefly the life of Saint Joan, her trial and death, and, in particular, her "Abjuration". He then considers the process of rehabilitation, whereby, twenty-five years after her death, the decision condemning her was set aside as null and void. Finally, he reviews the complete vindication brought about by her canonization in 1920.

Richard Neu, S.J.

History

CADDEN, JOHN PAUL, O.S.B. *The historiography of the American Catholic Church: 1785-1943.* Catholic University of America Press, 1944. 122p.

A doctoral dissertation surveying the productions of individual historiographers and of Catholic historical societies.

Literature

Drink from the rock. Selected poems from *Spirit* a magazine of poetry. New York, The Catholic Poetry Society of America, Inc., 1944. 124p. \$1.50.

The Catholic Poetry Society of America has made the observance of the tenth anniversary of *Spirit* a noteworthy event with this collection of poems selected from that magazine. The Introduction, by Helen C. White, is a discerning study of the work which *Spirit* has undertaken and accomplished in those ten years. The poems are representative of the best that *Spirit* has published since 1939, when "From the Four Winds" commemorated the fifth anniversary. For those who are interested in poetry which is at the same time Catholic in spirit, poetically excellent, and vitally aware of the most important challenges of the day, *Drink from the rock* will prove a valuable collection.

V. P. Lee, S.J.

PURSLEY, LEO. *The Catholic Press in the world today*. Our Sunday Visitor, 1944. 23p. \$0.10.

Address delivered in observance of Catholic Press Month.

Music

Liber Gradualis (Vatican edition). Fischer edition No. 7965. J. Fischer & Brother, 1944.

This excellent volume containing the Propers of the Mass for Sundays and Feasts (first and second class) in modern notation with rhythmical signs is similar to an earlier volume of the same publisher entitled *Deleucus Missarum e Graduali Romano*. It contains, however, more of the "Proprium Sanctorum" but does not carry the "Cantus ad libitum" which were present in the earlier volume.

H. G. Mundy

SYRE, LEOPOLD. *Ten easy motets*. Oliver Ditson Company, 1944.

A simple yet dignified setting of ten very useful motets well within the ability of any choir.

H. G. Mundy

Sociology and Political Science

CATHOLIC ASSOCIATION FOR INTERNATIONAL PEACE. *America's peace aims*. A committee report. Paulist, 1944. 48p. \$0.10.

The opening half covers the obligations of the U. S., and the possibilities of world-wide organization; the second part consists of excerpts from speeches and reports supporting the report.

CATHOLIC CENTRAL VEREIN. *A declaration on peace and reconstruction*. Central Bureau, 1943. 31p.

Joint resolution of the Catholic Verein and the National Catholic Women's Union, August 23, 1943.

Democracy, should it survive? Issued by the William J. Kerby Foundation, Washington, D. C. Bruce, 1943. 159p. \$2.00.

A collection of thoughtful and inspiring essays on the general topic of the supernatural dignity of man as the essential basis of social, economic, and political democracy. The theme is handled from various viewpoints by experts in their respective fields. Among the authors included are the Rt. Rev. John A. Ryan, D.D., Luigi Sturzo, Walter Lippman, and Jacques Maritain. An excellent reference manual for the college library.

Joseph T. Durkin, S.J.

MUENCH, MOST REV. ALOYSIUS J., and RYAN, MOST REV. VINCENT J. *The Church, Fascism and peace*. Our Sunday Visitor, 1944. 88p. \$0.20.

A series of eleven radio addresses.

PIUS XII, POPE. *The Holy Father speaks to newlyweds*. N.C.W.C., 1944. 56p.

A series of talks to newly married couples received in audience by Pope Pius XII. Foreword by Abp. Cicognani; edited by Rev. Edgar Schmiedeler, O.S.B.

SCHMIEDELER, EDGAR, O.S.B. *Sterilization in the U. S.* N.C.W.C., 1944. 38p.

"In its first part this brochure shows the status of eugenical sterilization legislation in the United States to the year 1943 inclusive. In its second part it deals with the question of heredity and eugenics. In its third part it treats of the morality of sterilization."

Religion

CHAPMAN, DOM JOHN, O.S.B. *The four Gospels*. Sheed and Ward, 1944. 85p. \$1.25.

The name of Dom Chapman is familiar to all those who are at all acquainted with New Testament literature, as it is in many other fields of Sacred Science.

In the *Four Gospels* the publishers have presented us with his revised Cambridge lectures delivered to undergraduates in 1927.

This slender volume is an interesting demonstration of how much can be contained in very little. In a rather "stream-lined" presentation, Dom Chapman sketches the salient points of New Testament lore, the historicity of the Gospels, peculiarities of each sacred writer, and gives his own presentation of the Synoptic Problem, with his own original suggested solution. Dom Chapman maintains that St. Peter based his catechesis upon the Greek Matthew, and that Mark is nothing else than a stenographic report of that catechesis. i.e., Mark is Peter's reading aloud of the Greek Matthew, with his own observations. This is indeed an interesting solution of the Synoptic Problem, but not quite as conclusive to others as it was to Dom Chapman.

One might indeed question some of Dom Chapman's theories and conclusion, but one could never question his scholarship. This is an interesting and informative book that ought

to appeal to the lay-mind as well as to the Clergy.

Fidelis Rice, C.P.

DUPORTAL, MARGUERITE. *A key to happiness. The art of suffering.* Translated by Romuald Pecasse, S.O., Cist. Bruce, 1944. \$1.75.

The title and sub-title of this book may seem strangely juxtaposed. Happiness seems to be the antithesis of suffering, but, as the author shows throughout, the real key to happiness is the art of suffering well. All of us must suffer. To suffer and still to be happy is the lesson we must learn.

Our attitude toward suffering is divided into three major parts: In relation to God, In the presence of others, and In regard to ourselves. Through these is offered a solution for the problem of evil, at least from the point of view of our reaction to it. This really Catholic book should be of great help to all, and a gold mine of practical suggestions to those responsible for the welfare of others, particularly the young.

Richard Neu, S.J.

PIUS XII, POPE. *Divino afflante spiritu. Encyclical letter on promotion of Biblical studies.* N.C.W.C., 1944. 27p. \$0.10.

English translation provided by the Vatican.

HOUSELANDER, CARYLL. *The reed of God.* Sheed and Ward, 1944. xiii, 177p. \$2.00.

With the Mystical Body as the theme, and the life of Our Lady as the starting point, the author of *This war is the Passion* offers a series of meditations that are at times strikingly original, and always extremely practical. Highly recommended for spiritual reading.

Charles Denecke, S.J.

ROONEY, RICHARD L., S.J. "Do you remember, Lord?" Queen's Work, 1944. 40p. \$0.10.

Meditations for brief visits to the Blessed Sacrament.

ROSALIA, SISTER M., M.H.S.H. *Teaching confraternity classes. (The adaptive way.)* Loyola University Press, 1944. 257p. \$1.00.

This manual presents a comprehensive survey of the teaching devices found useful and necessary for imparting to pupils, in a vitalized, natural and lasting manner, religious truths and values. All the "tools of the trade" are described in a clear practical way, giving to the experienced and inexperienced teacher ready means to completely control the thoughts of the class during the all-too-short periods of instruction. A simply splendid and splendidly simple book.

Sister M. Colette, I.H.M.

STEINMUELLER, JOHN E. *A Companion to Scripture studies, Volume Three.* Wagner, 1944. 409p. \$3.75.

With this third volume of *A Companion to Scripture studies*, Father Steinmueller brings

to a conclusion a much needed manual of Scripture studies that can be used by Seminarians during their formal course of studies, and which can also be used to great advantage by busy priests who wish to consult a ready reference book which is scholarly without being formidable.

This third volume of the series treats of the Special Introduction to the New Testament. The earlier chapters in the book deal with the historicity of the books of the New Testament, the vexing Synoptic Problem and the many solutions brought forward, the false theories of the rationalistic critics, (who are so often unreasonable), and some chronological problems of the New Testament.

There are rather complete considerations of each of the four Gospels, with a fine critique of the problems peculiar to each. As is to be expected, the study of the Johannine Gospel is far more detailed than the Synoptics, and there is a fine treatment of the whole Johannine question.

There is a specialized treatment of the Life of Christ, with a special section on the Parables and Miracles.

In the treatment of the Didactic books of the New Testament, Father Steinmueller is more concise, resorting more to an outline style. One cannot but regret that he did not devote a bit more space to the nature of the great Pauline Epistles, although the book is not intended as a Theological text nor as an exegetical study. Not that his treatment of the Pauline epistles is inadequate, but one would have wished for a bit more.

As we remarked in our review of the second volume in this series (cf. C.L.W. 14:63, Nov. 1942), Father Steinmueller's bibliographies by themselves would almost justify the purchase of these books. It is practically a complete library index of all the worth-while books in the field of Scripture. It is particularly valuable in that it is completely up-to-date. At times one wonders whether or not the book might be a bit too erudite for the normal Seminary course, but surely this is to sin in the right direction.

This series has been badly needed in this country. It is good to know that Father Steinmueller has done such a good piece of work in supplying the need.

Fidelis Rice, C.P.

MICHAEL WILLIAMS, HAPPY WARRIOR OF CATHOLIC ACTION

(Concluded from page 267)

Pilgrim places in North America. By R. L. Woods and H. F. Woods. With a preface by Michael Williams. Longmans, 1939.

IV. ARTICLE ABOUT MICHAEL WILLIAMS
"Honor to the Editor of Commonweal." Catholic World 140:748. March, 1935.

Index to Volume 15

OCTOBER, 1943, TO MAY, 1944

Note: References to pages 225-260 are in the Handbook, issued as Part One of the May issue, sent only to \$5.00 members.

Activities, constitutional provision, 234
Agatha, Mother M., Sheila Kaye-Smith of Sussex, an appreciation, 35-37
Alfred Noyes: a corrected bibliography. Tobin. 181-4
American Library Association, officers, 23; reading survey, 121; receive Rockefeller grant, 282; wartime program, 49-50
Are your books weapons? Hurley. 8-10
Best Sellers, a moral evaluation, 27-8, 59-60, 89-90, 124-5, 284-5; Best sellers of 1943. Wolf & Willging. 136-44
Bible as literature for the elementary school child. Sr. M. Patricia. 277-9
Bible Week at St. Mary College, 154-5
Bibliography: Biographies of saints, 151; Social literature, 205
Bibliotherapy. Moore. 11-20
Boards, constitutional provision, 232-3
Bonn, J. L., S.J. Kilmer. 3-7
Books
 Bibliotherapy. Moore. 11-20
Bouwhuis, A. L., president, 227; Religious Book Week committee, 186
British Book Week, 22
Brooklyn-Long Island Unit, 48; rpt. 58
Bruce Publishing Co., sponsors prize novel competition, 86-7
Building with juvenile books. Clendenin. 171-6
Burbank, A., resigns from Pro Parvulus, 120
Burke, R. Michael Williams, happy warrior of Catholic Action, 263-7
Burton, K. Sr. M. Luella. 131-5
Byrne, P. R., exec. coun., 227
C., M. D. A librarian's response to a challenge, 268-73
Caldecott medalist, 282
Canisius lecture series, 186
Castaneda, C. E., appointed to Comm. on Fair Employment Practice, 23
Catholic Book Fair, at Spokane, 50
The Catholic elementary school library. Malone. 114-77
A Catholic neighborhood library. McDonnell. 44-5
Catholic Periodical Index
 That index again. Bro. Thomas. 82-3
Catholic press month, 155-6
Catholic prize novel competition, 86-7
Catholic public library, Philopatrians sponsor, 153
Catholic Students' Mission Crusade, announces mission drama contest, 120; Club, classroom and library, incorporated. Rongione. 177-80
Children's literature
 The Bible as literature for the elementary school child. Sr. M. Patricia. 277-9; Building with juvenile books. Clendenin. 171-6; Mairin Cregan receives Downey award, 119
Clendenin, A. A. Building with juvenile books, 171-6
Club, classroom and library, incorporated. Rongione. 177-80
Colum, P. Sr. M. Winifred. 163-70
Committees, constitutional provision, 234
Committees and Boards, 277-8
Constitution, amendments and by-laws, 235-6
Contemporary Catholic authors:
 C. John McCole, 185-9
 Edward Leen, C.S.Sp., 67-77
 Enid Dinnis, 99-108
 John Louis Bonn, S.J. 3-7
 Katherine Burton, 131-5
 Michael Williams, 263-7
 Padraic Colum, 163-70
 Sheila Kaye-Smith, 35-7
Contests:
 Mission drama contest, 120; American Legion essay contest, 120-1; Poster contest, 212-3; Slogan contest, 186
Council of National Library Associations, 86
Cregan, M., receives Downey Award, 119
David, Brother, C.S.C. Open sesame: reaching every student effectively, 206-9
Detroit's Catholic library. Gerbig. 145-8
Dinnis, E. Sr. Mary of the Incarnation. 99-108
Downey Award, Second; awarded to M. Cregan, 119
Dutton, E. P., sponsors radio series, 282
Education in wartime, 121
Elementary Library Institute, 49; The Library Science Dept. at Catholic University looks ahead. Kiely. 210-11; program, 185-6
Elementary school libraries
 The Catholic elementary school library. Malone. 114-7
Executive Council, constitutional provision, 232; meeting, 213-14
Extension Magazine, sponsors prize novel competition, 86-7
Farrell, C. J., exec. coun., 227
FitzGerald, W. A., exec. coun., 227
Geographic school bulletins, 23
Gerbig, Ruth M. Detroit's Catholic library, 145-8
Gilpatrick, Naomi. C. John McCole, writer, critic and teacher, 195-9
Greater Cincinnati Unit, rpt., 57, 213
Guidance section of the high school library. Sr. M. Ildephonse. 78-81
High schools
 Social literature in the high school curriculum. Roades. 200-5
Hurley, R. J. Are your books weapons? 8-10; Postscript to Catholic Book Week, 118; chmn. of National Catholic Book Week, 21; vice-pres., chmn. of Adv. bd., 227; resigns as chmn. of Comm. on Catholic Supplement to High School Catalog, 48-9
Ignatius, Brother E., F.S.C., chmn. of Philadelphia Unit, 23
Ildephonse, Sister M. The guidance section of the high school library, 78-81
Joint sessions, constitutional provision, 233-4
Kapsner, O. L., army chaplain, 119
Kaye-Smith, S. Mother M. Agatha, 35-7
Kiely, Mary. The Library Science Department at Catholic University looks ahead, 210-11; appointed to Catholic University Library school, 23
Kilmer, K. John Louis Bonn, S.J., 3-7
Kortendick, J. J., exec. coun., 227
Leen, E., C.S.Sp. Russell. 67-77
Librarian's response to a challenge. M. D. C. 268-73
Librarians vs. teachers. Sr. M. Louise. 46-7
Libraries, Aid to South American, 119-20; The Marian library. Mathews. 274-6
Libraries and the post-war problems. Roden. 38-43
Libraries and the war
 A.L.A. wartime program, 49-50
Library, Use of
 Open sesame: reaching every student effectively. Brother David, C.S.C. 206-9
Library schools
 The library school, University of Ottawa. Morisset. 109-13; Our Lady of the Lake College, 21-2; Rosary College extension, University of Portland, 85-6
Library Science, depts. of, 230
Library Science Department at Catholic University looks ahead. Kiely. 210-11

Louise, Sr. M. Librarians vs. teachers, 46-7
 Luella, Sr. M. Katherine Burton, delineator of personalities, 131-5
 Lynn, Dorothy E. Secretary-treasurer's rpt., 186-7
 McCole, C. J. Gilpatrick, 185-9
 McDonnell, M. A Catholic neighborhood library, 44-5
 Malone, Q. J. The Catholic elementary school library, 114-7
 Marian library. Mathews, 274-6
 Marie Cecilia, Sr., exec. coun., 227
 Mark, Sr. M. Teaching biography, particularly the lives of the saints, 149-51
 Mary of the Incarnation, Sr. Enid Dinnis and her medieval message, 99-108
 Marywood College, Dept. of Librarianship, 281
 Mathews, Brother Stanley, S.M. The Marian library, 274-6
 Meetings, constitutional provision, 234
 Members, honorary, 237
 Membership, constitutional provision, 231; contribution, 237; special, 237; sustaining, 237
 Metropolitan Catholic College librarians, rpt., 58
 Metropolitan Council of Public Librarians, 49
 Michigan Unit, rpt., 26, 280
 Minnesota-Dakota Unit, rpt., 53-4
 Mission drama contest, 110
 Moore, T. V., O.S.B. Bibliotherapy, 11-20
 Morisset, A-M, O.M.I. The library school, University of Ottawa, 109-13
 National Catholic Book Week, 87; Are your books weapons? Hurley, 8-10; chairman, 21; poster, 22; Postscript to Catholic Book Week. Hurley, 118; poster contest, 212-13; Seattle book fair, 153; slogan contest, 186; theme of, 212
 National Conference of Christians and Jews, sponsor Religious Book Week, 186
 New York-New Jersey Unit, 48, rpt., 54-55
 Newbery medalist, 282
 Nomination and election of officers, constitutional provision, 234
 Noyes, Alfred: a corrected bibliography. Tobin, 181-4
 Officers, constitutional provision, 231; duties of, constitutional provision, 231-2; past, 236
 Oregon-Washington Unit, rpt., 55-7, 152-3
 Our Lady of the Lake College, Library School accredited, 21-2
 Patricia, Sister M., O.S.F. The Bible as literature for the elementary school child, 277-9
 Philadelphia Unit, 48, 281
 Philopatriots sponsor Catholic public library, 153
 Pittsburgh Library Institute, 214
 Pittsburgh Unit, 121-2, 213, rpt., 57-8
 Portland, University of. Open sesame: reaching every student effectively. Brother David, C.S.C. 206-9; Rosary College library school extension, 85-6
 Postscript to Catholic Book Week. Hurley, 118
 Pro Parvulis Book Club
 Building with juvenile books. Clendenin, 171-6; discontinued, 22-3
 Publications, list of, 229; official, constitutional provision, 235
 Regional conferences, constitutional provision, 233-4
 Regnet, H. H., S.J., exec. coun., 227
 Religious Book Week, 49; book list, 214; committee, 186
 Roades, Sr. M. Teresa. Social literature in the high school curriculum, 200-5
 Roden, Carl B. The libraries and the post-war problems, 38-43
 Rongione, L. A. Club, classroom and library, incorporated, 177-80
 Rosary College. Department of Library Science. University of Portland extension, 85-6
 Round table, chmn., 227
 Russell, W. H. Reverend Doctor Edward Leen, C.S.Sp. 67-77
 St. Agatha's Guild Library. A Catholic neighborhood library. McDonnell, 44-5
 St. Mary College, Bible Week at, 154-5
 Scholastic Bookshop, distributes visual learning guides, 156
 Seattle Book Fair, 153
 Secretary-treasurer's rpt., 186-7
 Sections, constitutional provision, 233
 Shanahan, T. J., appointed Rector of Nazareth Hall, 23
 Slogan contest, 186
 Social literature in the high school curriculum, Roades, 200-5
 South American libraries, Aid to, 119-20
 Spokane Book Fair, 50
 Teachers
 Librarians vs. teachers. Sr. M. Louise, 46-7
 Teaching biography, particularly the lives of the saints, 149-51
 That index again. Thomas, 82-3
 Thomas, Brother, F.S.C. That index again, 82-3
 Tobin, J. E. Alfred Noyes: a corrected bibliography, 181-4
 Units, constitutional provision, 233-4; regional and local, 229
 Van Antwerp Library. Detroit's Catholic library. Gerbig, 145-8
 Vocational guidance
 The guidance section of the high school library. Sr. Ildephose, 78-81; pamphlets, 214
 Walsh, W. T., honored by Spanish government, 86
War and peace, talking edition, 120
 Washington-Maryland-Virginia Unit, 280; rpt., 25
 Western New York Unit, 22, 48
 White, Helen C., Religious Book Week comm., 186
 Who's who in library service, 122
 Willging, E. P. Best sellers of 1943, 136-44; Religious Book Week comm., 186
 Williams, M. Burke, 263-7
 Winifred, Sr. M. Padraig Colum, Irish exile, 163-70
 Wisconsin Unit, 281
 Wolf, L. N. Best sellers of 1943, 136-44

BOOK REVIEWS

American Library Association. A basic book collection, 286
 American Library Association. Board of Salaries, Staff and Tenure. Classification and pay plans for libraries in institutions of higher education, 91-2
 Broderick. Concise Catholic dictionary, 287
 Flexner. Making books work, 220
 Hazard. Books, children and men, 221
 Kuhlman. The North Texas regional libraries, 220
 McDiarmid and McDiarmid. The administration of the American public library, 287
 MacNair. Subject headings used in the dictionary catalogs of the Library of Congress, 219-20
 Mann. Introduction to cataloging and classification of books. Second ed. 92
 Merritt. The U. S. Government as publisher, 286-7
 Power. Work with children in public libraries, 221
 Rossell. Public libraries in the life of the nation, 92-3
 Rue. Subject index to books for intermediate grades, 221
 Spencer. The Chicago Public Library, origins and background, 93
 Teaching Aids Service. Recreation for all ages, 287
 —Victory gardens for community, home and school, 287
 Thompson. A handy guide for writers, 93-4
 Wright. Public library finance and accounting, 224

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